

State Mandated Assessments in Secure Care Facilities

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Summary of Testing


AIMS

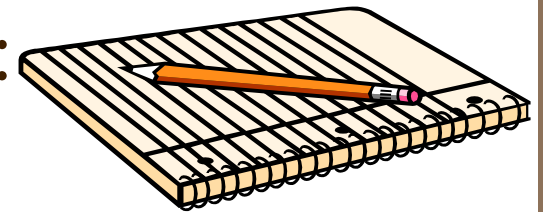
- Grades 3,5,8,10 or age 9,11,14, and 16
- Criterion-referenced
- Out-of-level testing based on instructional level
- Adaptations based on the IEP
- Graduation Requirement- IEP specifies the level required to graduate
- Alternate test-AIMS-A based on the functional standards

Stanford 9

- Grades 2-11
- Norm-referenced
- Out-of-level testing based on instructional level
- Adaptations based on IEP and may require special coding
- NOT a graduation requirement
- AIM-A, Form 2 may be used as an alternate

FAPE

 For students with disabilities convicted as adults **AND** incarcerated in adult prisons 300.311(b), the following requirements **DO NOT** apply:



- The requirements contained in 300.138 and 300.347 (a)(5)(I) (relating to participation of students with disabilities in general assessments)

FAPE/GED

☞ Students who are identified as special education and are in the process of taking their GED OR have earned their GED, should be afforded the same opportunity to participate in state assessments.


☞ Students with a GED are entitled to special education and related services until age 22 or they receive a REGULAR HIGH SCHOOL DIPLOMA.
300.122(3)(ii)




OSEP 00-24




Clarification

 Memo dated 8-24-00 from Kenneth Warlick, Director of OSEP (www.ed.gov),

 **Question #4:** May an IEP team exempt children with disabilities from participating in state or district-wide assessments?

 **ANSWER:** **NO**. The IEP team determines **HOW** individual students with disabilities participate in assessment programs, **NOT WHETHER**. The only student exempted from participation in general state or district-wide assessment programs are students with disabilities convicted as adults under state law and incarcerated in adult prisons (300.311 (b)(1)).

Graduation and AIMS

-  The AIMS is a high stakes test that ALL STUDENTS must pass to graduate from high school in Arizona.
-  Beginning at 9th grade, the IEP team MUST determine the LEVEL of AIMS test (based on instructional level in ALL areas of disability) AND whether the student must **MEET** the standard or **APPROACH** the standard. IT MUST BE DOCUMENTED ON THE IEP.
-  The student must have the same opportunity to re-take the AIMS if necessary for graduation.

Documentation in the IEP for Assessments

IEP team decision to identify:

- ☞ Specific content area (out-of-level based on PLEP/goals)
- ☞ Standard/Grade level of test based on instructional level
- ☞ Performance level required to pass for graduation-approaches the standard or meets the standard
- ☞ Statement of adaptations needed for student to participate - accommodations and modifications based on PLEP

AIMS Update (11/27/00)

 On 11/27/00, the state Board of Education acted on the following:

- Approved a motion to suspend the requirement to pass the AIMS in a specified content level to earn a high school diploma for special education high school students whose IEP specify out-of-level testing in that area. The suspension requirement only applies to the content area which is administered out-of-level.
- Approved continuation of out-of-level testing to high school students if specified in their IEP in the spring of each year; and the placement of the highest score on the students' transcripts.

AIMS Update (11/27/00)

Approved suspending future fall testing for special education high school students whose IEP specifies out-of-level testing. Grades 3, 5, and 8 AIMS tests are not available for re-testing in the fall.

Approved requiring high school special education students who test on-level to meet the performance requirements as stated in their IEPs in order to qualify for a high school diploma.

- Performance levels must be specified on their IEPs who are testing on-level must be “approaches the standard” or above.
- On-level special education students will have five (5) opportunities to take AIMS and are required to pass AIMS as specified by their IEPs. (Cohort class of 2002 and 2003 must pass reading and writing, and 2004 must pass reading, writing and mathematics).

Adaptations

Least Restrictive Environment
(General Curriculum)

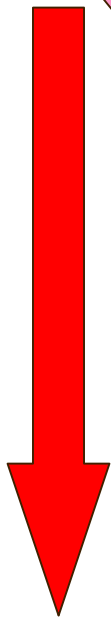
Accommodations

**Environmental
changes**

Modifications

Changes to content

Most Restrictive Environment



Accommodations

- ☞ Provisions made in how a student accesses and demonstrates learning
- ☞ Does not substantially change the instructional level, the content, or the performance criteria
- ☞ Changes are made to provide a student equal access to learning and equal opportunity to demonstrate what is known

Modifications

- Substantial changes in what a student is expected to learn and to demonstrate
- Changes may be made in the instructional level, the content, or the performance criteria
- Changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities

Alternate Assessment

 AIMS-A in place by July 1, 2000

- **Regional training provided in September (phase 1) and in January 2001 (phase 2). Three (3) representatives from each district may attend.**

 Aligned with Functional Standards, and includes Readiness Standards

 Designed for students with significant disabilities

 Can be used as alternate to Stanford 9 or DAP.

Stanford 9

- ☞ IEP must document all information regarding
 - participation (out-of level based on instructional level)
 - accommodations and modifications
- ☞ Accommodations and modifications for assessment must correlate with instruction
- ☞ Accommodations may neither alter the content of the test, nor provide inappropriate assistance to the student with the content of the test

Section 504

AIMS and Stanford-9 assessment:

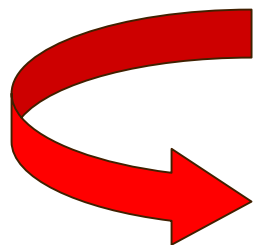
- Students with 504 cannot be tested out-of-level
- Permitted to provide accommodations, but no modifications.



More Information

www.ade.az.gov

School Support Programs



- Academic Standards and Accountability
- Exceptional Student Services
- School to Work (transition/career pathways)